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ABSTRACT

This report evaluates four off-campus private alternative schools in Portland, Oregon, serving students mainly of high school age and supported by the Portland Public Schools. The students are largely dropouts or on the verge of dropping out; many are referred from other schools and law enforcement agencies. Since 1966, the Albina Youth Opportunity School (AYOS) has continued to serve almost as many students as it has in the past. AYOS seeks to modify behavior so as to enable students to return to regular schools or obtain other satisfactory placement. The Lents Education Center (LEC), begun in 1974, has raised its expectations of student responsibility and increased efforts to impact non-academic problems affecting student success in school. A lack of resources, however, limits LEC's ability to respond more effectively to non-school related problems. Open Meadow Learning Center (OMLC), established in 1971, has evolved into a more experiential rather than highly academic learning center. It appears to be successful in extending the education of nearly all who enroll there. The Portland Opportunities Industralization Center (POIC) has been serving a population of adults, predominantly in their early twenties, since 1968. It began serving younger, high school age students as well in January 1983. Enrollment appears to remain fairly high and achievement data tend to show fairly good success. (ETS)

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1985-86 EVALUATION REPORT

PRIVATE ALTERNATIVE SCHOOLS PROGRAMS

IN THE PORTLAND PUBLIC SCHOOLS

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Portland, Oregon
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Kan Yagi

March, 1986

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PORTLAND PUBLIC SCHOOLS SUPPORTED PRIVATE ALTERNATIVE SCHOOL PROGRAMS

Albina Youth Opportunity School
Lents Education Center
Open Meadow Learning Center
Portland Opportunities Industrialization Center

March 1986

Kan Yagi
Research and Evaluation Department
Portland Public Schools
Portland, Oregon

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OVERVIEW OF PORTLAND PUBLIC SCHOOLS
SUPPORTED PRIVATE ALTERNATIVE SCHOOLS

The Albina Youth Opportunity School (AYOS), Lents Education Center (LEC), Open Meadow Learning Center (OMLC), and Portland Opportunities Industrialization Center (POIC) are the four, off-campus private alternative schools. The first three listed have been supported, in part, by the Portland Public Schools for the last ten years or more; the last one began receiving support in February, 1983, but has been in operation in Portland since 1968. All serve similar students of high school age with three serving a few students in grades 7 and 8. The students are largely dropouts or on the verge of dropping out with many being referred from schools and law enforcement agencies because of behavior, attendance, or other discipline problems. Many have had juvenile court involvement and, for some, enrollment in the school is a probationary requirement. Changes in student behaviors and attitudes are important goals of the schools to facilitate the return of students to regular schools.

Every schools' educational program emphasizes the basic skills of reading, language usage, math, and aspects of social studies. Attention is also given to physical education and other electives. The latter are important to many students for whom a major accomplishment is getting them to participate and do schoolwork. The average daily attendance for the schools ranges from 70 to 85 percent or more. While the schools serve fairly comparable students, there are some differences in the populations and in the way each school operates.

AYOS, the oldest of the four schools, is located at 3710 N. Mississippi Street. It formerly operated two daily sessions, morning and afternoon, but now it accommodates all students in one which is a bit longer. Classes are self-contained where subject matter rather than students is rotated. Instruction is highly individualized and provided by a team of two teachers and two aides. Students earn high school credit for work completed. Most students reside nearby in the Northeast area.

The arrangement established by AYOS and followed for many years is for students to enroll in public schools in the fall with AYOS receiving referrals after school starts. Only a few students are carried over from the previous spring, so the early fall enrollment is often small, increases through the next two or three months, and reaches a peak of about midyear. AYOS also arranges with schools for students to return at appropriate intervals and as soon as they are ready, so only a few are enrolled at AYOS for a full year. A major goal of AYOS is returning students to public schools or other satisfactory placement. A total of about 100 to 125 students is served each year. A few are special education students and AYOS has a certificated special education teacher to accommodate them.

LEC is located at 9207 S.E. Foster Road, a short distance from Marshall High School, and serves students in the Southeast area. The school day is from 9:00 a.m. to 2:30 p.m. with a half-hour lunch. Students take five classes a day with the sixth class period used for makeup.

Instruction is highly individualized especially in the basic skills with teachers assigned to small groups. Some grouping is by skill level, others by subject or teacher. The classes of about 8 to 10 students each are conducted much like traditional ones, but the small number permits greater individual attention. An enrollment of about 27 is generally maintained throughout the year; about a third to a half enroll for the full school year. A total of about 60 is served during the year.

OMLC is located at 7602 N. Emerald Avenue and primarily serves students residing in the North Portland area. The Center operates one session which has a daily schedule of five class periods running from 9:00 a.m. to 1:30 p.m. The school year is divided into quarters corresponding to those of the District. Students enroll in math, language usage which includes reading and writing, and social studies, along with electives. Like the other schools, a major goal of OMLC is to transition students to public schools or other satisfactory placement.

Instruction is largely provided by individual teachers working with small student groups in separate classes. An enrollment of 30 to 32 students is generally maintained throughout the year with 8 to 10 students per class. Students receive credit for satisfactory completion of work in each quarter and may even graduate from OMLC, as a few do each year. OMLC is accredited by the Northwest Association of Schools and Colleges and is registered with SDE as a private school. A total of about 50 students is served during the year. A few are special education students and some OMLC staff members have certification to handle them.

POIC is now located at 4215 N. Williams Avenue with most of its students coming from the Jefferson High School service area. The Center is unique in that adults are also enrolled, but their education is supported by other funding sources. Referred high school students have two program options from which they choose upon entry. Younger students, students who are unable to obtain an age waiver for compulsory school attendance, and students who have a chance of graduating with a regular high school diploma are enrolled in the re-entry program. Older students with too few credits, but who have a chance of obtaining a GED, enroll in the GED program.

Academic programs are largely individualized in which a fair amount of programmed material is used for instruction. Both re-entry and GED have minimum requirements in basic skills of reading, math and language usage, so most students are enrolled in these classes. Elective classes in social studies, art, and science are also offered. Arrangements are made for special individual student requirements, e.g., a student meeting requirements for high school literature.

Contrary to what may seem to be the case, students enrolled in the alternative schools are not significantly learning handicapped or disabled. They can do schoolwork and most of them do it. The quality of their work indicates they probably were performing at or near grade level when they began dropping out, which appears to be at the beginning or near the middle school level. Thus, students appear to be disenchanted, not disabled.

Although different things have been written to describe different programs, some things said about one could apply equally well to another school or center.

Perhaps the single, most significant feature of the private alternative schools is not so much the curriculum, but the special kind of relationship among staff members and especially with the disenchanted youths. Alternative school enrollees are largely those who respond only to frequent and immediate attention--attention that is consistent in time and quality, attention that their homes or regular schools did not provide. Staff members provide this attention in and out of the classroom. They respond immediately and in ways characteristic of individuals who have very high expectations of their charges. Each school has its own personality and each staff member his/her own way of being firm, rewarding appropriate behavior, stimulating inquiry, motivating, helping, etc., with the common denominator being consistency in giving attention these students need.

SCHOOL	LOCATION	GRADE/AGE SERVED	AVE./TOTAL[1] ENROLLMENT	NO. OF STAFF FTE	TOTAL[2] BUDGET	SOURCE[2] OF FUNDS	DURATION	KEY SCHOOL FEATURES
Albina Youth Opportunity School (AYOS) Director: Rance Spruill 288-5813	3710 N. Mississippi	Gr. 7-12 Most 9-10 Most 14-17 yrs.	Ave. 30-40 Total 100	6.5	$171,440	$61,901 PPS $84,700 CSD $19,345 Special Education $9,569 Basic School Support $15,100 Foundations $20,580 Industries, Businesses, etc.	8:30 a.m. to 2:30 p.m.	1. AYOS' operational mode is different from the other schools. Students enroll in regular schools in the fall; AYOS receives referrals, only a few students are carried over; and AYOS attempts to return the students as soon as possible. A considerable amount of advising and counseling is provided to facilitate returns. 2. Virtually all students are residents of the District with most from the Jefferson and Grant service areas. 3. About 30% to 40% of the students have juvenile court involvement, a few are referred by the courts. 4. All students receive instruction in reading, math, language, social studies, health and P.E. with 5 or 6 class periods per day. 5. Average daily attendance is about 70%. 6. With the team of two teachers, two aides, and student services person, students get immediate, personal attention. Some are reluctant learners who need considerable attention to remain on task. 7. The situations for about 60% of the students who exit during the year appear satisfactory. Those for about 30% are somewhat questionable or unsatisfactory and the situations for the remaining are unknown or undeterminable.

1 Enrollments based on 1984-85 school year.

2 Total budget and sources of funds were projected for 1985-86.

SCHOOL	LOCATION	GRADE/AGE SERVED	AVE./TOTAL[1] ENROLLMENT	NO. OF STAFF FTE	TOTAL[2] BUDGET	SOURCE[2] OF FUNDS	DURATION	KEY SCHOOL FEATURES
Lents Education Center (LEC) Director: Richard Mowry 774-6358	9207 S.E. Foster Rd.	Gr. 7-12 Most 14-15 yrs.	Ave. 24 Total 58	4.6	$91,980	$32,200 General Fund $30,960 State BSS and Sp. Ed. Contract $20,600 Foundations & C.A.N. $2,200 Runaway Youth Act $3,500 Tuition $3,200 Corporations $900 Interest and Other .	9:00 a.m. to 2:20 p.m.	1. Some LEC students enrolled the previous spring return in the fall. LEC opens a week after PPS so enrollment is near capacity at the beginning of the year. Several are transitioned during the year with most occurring in the fall. About half the students remain enrolled for the full year. 2. Nearly all students are residents of the District and most are from the Southeast area. 3. A majority have had involvement with the juvenile justice system. 4. All students are enrolled in reading/language usage, math, and history/science and have choices in several electives. Basic skills consume about 75% of the time. 5. Average daily attendance is about 85%. 6. Class size is small and held in separate rooms so teachers can provide considerable personal attention. LEC has been quite successful in keeping students on task and maintaining compliance. 7. LEC tests students for placement and achievement pretest, and tests again at the end of the school year. It also records various demographic information on students, attendance, and achievement of students in terms of attitude changes and academic performance in classes. 8. In February 1985, LEC was approved to receive learning disabled, behavior disorder, and emotionally handicapped special education students. 9. In January, 1986, joined with Janis Youth Programs.

1 Enrollments based on 1984-85 school year.

2 Total budget and sources of funds were projected for 1985-86.

SCHOOL	LOCATION	GRADE/AGE SERVED	AVE./TOTAL[1] ENROLLMENT	NO. OF STAFF FTE	TOTAL[2] BUDGET	SOURCE[2] OF FUNDS	DURATION	KEY SCHOOL FEATURES
Open Meadow Learning Center (OMLC) Director: Carol Smith 285-0508	7602 N. Emerald	Gr. 8-12 Most 14.5 - 16.5 yrs.	Ave. 33 Total 55	5.0	$170,150	$32,200 General Fund $10,000 State Basic School Support $55,560 Juvenile Services and Juvenile Justice $18,500 Special Education $32,290 Contributions $16,500 Program & Transition Project $7,600 Tuition, Interest and Miscellaneous	8:30 a.m. to 1:30 p.m.	1. Half or more of OMLC students enrolled the previous spring return in the fall, so enrollment is near contracted number at the beginning of the year. Turnover of students is less at OMLC than at the other schools. Students may receive a diploma from OMLC but return to regular schools is a major goal. 2. Virtually all students are residents of the District and most are from the north Portland area. OMLC contracts with the city and PPS for some students. 3. About 85% have had juvenile court involvement with about a third on probation or parole. 4. The school year is divided into regular school quarters with five classes held daily. Students enroll in reading, language usage, math, social studies, and electives. Students receive credit and may graduate from OMLC. 5. Average daily attendance is about 85%. Average length of stay is over six months with some staying for two years. 6. Class size is small so students receive considerable personal attention--off task behavior is minimal. 7. Satisfactory completion of work each quarter is required to maintain enrollment. Only a few are expelled or or put on probation for unsatisfactory performance. Achievements of students in terms of behavior and academic gains are quite satisfactory.

1 Enrollments based on 1984-85 school year.

2 Total budget and sources of funds were projected for 1985-86.

SCHOOL	LOCATION	GRADE/AGE SERVED	AVE./TOTAL[1] ENROLLMENT	NO. OF STAFF FTE	TOTAL[2] BUDGET	SOURCE[2] OF FUNDS	DURATION	KEY SCHOOL FEATURES
Portland Opportunities Industrialization Center Executive Director: Rosemary Anderson	4215 N. Williams	Gr. 9-12 14-18 yrs.	Feb.-June 1985: 49 Sept.-Dec. 1985: 28	10.0 Professional 1.0 clerical	$318,017	$32,214 PPS $16,000 State Basic School Support $122,961 IBM Contract $39,091 MC Juvenile Services $42,571 Portland PIC $21,980 Donations $7,200 Tuition $36,000 Rental.	Center open from 8:00 a.m. to 4:00 p.m. Students attend 4-5 hours	1. Alternative school students are generally enrolled for 5 classes. (No information on training for other students.) 2. High school program is two-track: GED or re-entry to regular schools. Most students are enrolled in GED program. For younger students, GED is not an option. 3. A fair amount of instruction is by audio/visual media with commercial materials. Students enroll 4 or 5 hours per day, depending on program. 4. All high school students are referred from Portland Public Schools, mostly Jefferson. 5. Average daily attendance is about 80 percent.

1 Enrollments based on 1985 calendar year.

2 Total budget and sources of funds were projected for 1985-86. (This information, including information about staff, was obtained from the Executive Director by phone conversation on April 3, 1986.)

ALBINA YOUTH OPPORTUNITY SCHOOL

FACILITIES AND RESOURCES

The Albina Youth Opportunity School (AYOS) began in June 1966 and has continued operations since that time. It has been at its present location at 3710 N. Mississippi Street since December 1971. The director, Rance Spruill, has been with AYOS almost since it was founded and has continued as director since 1968. He holds a degree in sociology and has had considerable training and experience in dealing with "street culture" youths.

The building occupied by AYOS is a former trucking company warehouse of substantial brick and cement block construction. It is roomy and well-kept. The classroom area, occupying about a third of the building, is formed within the large open area by placement of portable blackboards, bookcases, cabinets, desks, and other furnishings. Administrative offices are located in the end opposite to the classrooms. Pool tables and a large lounge and reception area are located between the classroom area and administrative offices. The warehouse high ceiling is now lower which reduces noise, conserves energy, improves lighting, and provides a much more pleasant atmosphere. AYOS is purchasing the facility and expects to make its final payment July 1. 1986. Besides their own building, AYOS uses the facilities at the Matt Dishma Community Center for physical education.

A large quantity and variety of educational materials are available having been accumulated over the years. Resources of the District are used where they are available and appropriate for the students. The educational materials and equipment are adequate for the program.

The total budget for the 1985-86 school year is about $170,000: About 40 percent is expected to be derived from the Children Services Division. About 30 percent is expected from Portland Public Schools, about 14 percent from special education contracts and Basic School Support, and the remaining 17

percent, in smaller amounts up to $7,000, is expected from private foundations, businesses, industries, and community organizations.

STAFF

Besides the director, the staff includes two certified secondary teachers, one a special education teacher; two teacher's aides; a student services person; and a parttime office/administrative aide. Both teachers and one aide were at AYOS last year; one teacher has been at AYOS for eight years. Although there has been some turnover of staff, those remaining provide continuity which is extremely important to the school. Based on their formal qualifications and experience, the staff is well-qualified to conduct the program. The AYOS director evaluates staff members each year using the standard form used in Portland Public Schools.

STUDENTS

AYOS's 1985-86 contract with the District states that an enrollment of 100 students will be enrolled during the year. This current year enrollment has been about 40 to 45 students at any given time. In the first two weeks of school this year, 33 students were enrolled with a total of 49 enrolled the first quarter. The midyear report showed 69 enrolled through December; 19 were terminated and 45 remained enrolled at the holiday break. Females outnumbered males about three to two.

Thirty-nine students were referred by PPS schools, mostly Jefferson and Grant; 17 more were special education students; and the remaining were referred by the Juvenile Courts or CSD Diversion center.

The 100 students enrolled during the 1984-85 school year appeared to be quite typical of the students enrolled currently and expected to enroll the remainder of the year. Students range in age from 12 to 18 years with most in

the 14 to 17 year range. Nearly 95 percent were from single parent families with an average of four siblings. About 60 percent were males. Nearly 90 percent were Black, and most of the remaining were White. The percent of Black students was higher than in previous years.

Most of the students came from Jefferson and Grant with a few each from the rest of the high schools and middle schools feeding into these schools. Virtually all students resided in the area served by Portland Public Schools.

In 1984-85, 13 students attended AYOS under special education contracts; all students qualify for basic school support. A few attended under a contract with CSD.

PROGRAM

All students meet in one large room where instruction is by team teaching with subject matter changing according to schedule. The daily schedule runs from 8:30 a.m. to 2:30 p.m. with five or six classes each day. Virtually all students are from low income families so a hot breakfast and lunch is available daily through PPS and served by AYOS staff.

The AYOS educational program is approved by the State Board of Education and the school offers academic credit which is accepted by high schools toward graduation. AYOS's general math, algebra, and personal finance courses correspond to regular high school courses and have the same course numbers. Courses in English, social studies, and developmental reading are also similarly identified. Other courses include health education, physical education, and a variety of mini-courses.

Under the team teaching concept, virtually all instruction is individualized with one or two teachers and the aides working one-on-one with a student or in small groups nearly all the time. The special education teacher supervises the work with special education students when she is not providing the

instruction directly. Counseling is also provided, particularly for students with behavioral problems. Attendance, student behavior, and academic work are closely monitored. The student services person provides extended assistance to support the work of the teachers and by making home visits and accompanying students on business away from school.

In search of ways to change student behavior, AYOS and MCESD participated jointly in a research project funded by the Northwest Area Foundation to examine the effect of a critical-thinking/writing development program on student behavior and writing skills. More favorable outcomes in terms of overall educational and social improvement were expected as students began to make better decisions affecting their lives. AYOS is continuing the critical thinking and group problem solving portion of the program pretty much as it was originally conducted. The emphasis is on students and staff being held accountable for their actions and performances.

ACHIEVEMENT

The 100 students enrolled at AYOS in 1984-85 represent a slightly smaller number than was enrolled in previous years. Peak enrollment was reached just before the December break. The midyear report covering the first two grading periods showed that a total of 52 students had been enrolled at some time during that period; 35 were actively enrolled at the close of the grading period. Average daily attendance during the year was about 70 percent which was about the same as in prior years. Durations of stays at AYOS usually range from about one to three school grading periods with an average of two periods.

Students are expected to attend school regularly and to complete work in order to maintain their enrollment. They may also receive course credit acceptable at local high schools, and one of the requirements for such credit is fewer than nine days absences during the grading period--an average of missing not more than one day per week. Many students miss school often, as indicated by

the 70 percent attendance, and therefore, forfeit their credit. On the average, mainstreamed students received less than one credit last year; special education students earned about 1.5 credits per student.

The midyear report for 1985-86 showed that 64 students had been enrolled up through December 1985, as indicated earlier. Attendance records indicated an average daily attendance of 70 to 75 percent. Nineteen students had terminated their enrollment, and the remaining 45 were enrolled as of December 20, 1985. Monthly records through February 1986, show an average of about 40 students was enrolled at the beginning of each month with 6 to 10 new students added each month and an average of about 10 exiting each month. Thus there is a slightly smaller number currently enrolled than in earlier months.

Monthly records provided by AYOS show that through February, 1986, 12 students returned to Portland schools, a like number enrolled in a GED program at a recognized institution, and four Fathers transferred to another educational institution. These appear to be satisfactory outcomes for more than half of the students who exited AYOS so far this year.

In general, achievements of the students continue to be about the same as in previous years. Students in attendance are involved in educationally worthwhile work and appear to gain from their experiences. The lower attendance rate for February and March is noticeably lower than for previous months and is a cause for some concern.

COMMENTS AND CONCLUSIONS

AYOS continues to operate in much the same manner as in the last few years with the basic educational program relatively unchanged. Students meet as a group with a team of two teachers and two aides and follow a schedule of five or six classes held from 8:30 a.m. to 2:30 p.m. Enrollment is a little higher than in previous years and overall attendance is at about the same level.

Attendance rates of less than 65 percent for February and March is of some concern.

Nearly all instruction is individualized--much of it being remedial for most students. A major concern of AYOS, however, is shaping behavior to enable students to return to regular schools or other satisfactory placement. The school is continuing a previously funded program designed to develop critical thinking through a group process. The program is expected to impact upon student attitudes and behavior.

AYOS continues to offer an acceptable alternative educational program for potential dropouts and for students who have been expelled or suspended. The total number of students served during each of the last two years has declined slightly; AYOS reports fewer referrals coming from the public high schools. The fact that AYOS continues to serve almost as many students as it has in the past indicates a continuing need for the services of the school.

LENTS EDUCATION CENTER

FACILITIES AND RESOURCES

The Lents Education Center (LEC) began in the Southeast in 1974 and has been at its present location at 9207 S.E. Foster Road since June 1976. Richard Mowry became the director in June 1983 and has maintained the position since that time.

The Center is located on the second floor of what was once a hotel. Occasional remodeling kept the building up to the required city code standards. Major remodeling completed over the summer has made the facilities much more useful and comfortable. While the building gives the appearance of being run down, it is not abused by the students and seems adequate for the program. Over the years, LEC has accumulated furnishings and sufficient learning materials to conduct its program. LEC has regular District "pony" service, and uses resources of the District regularly.

To add to the equipment and resources, LEC now has five computers to go along with a couple of typewriters. Students can take elective classes in computer use and typing, or use computer software for learning in subject areas. All of this equipment was made possible by donation or specific grant.

The total budget for the Center for 1985-86 is about $92,000. Portland Public Schools contributes $32,200 and about $12,600 more is derived from State Basic School Support. Another $18,000 comes from special education contracts, various foundations contribute a total of about $20,000, and the remaining comes from the Office of Juvenile Justice, corporate grants, special grants, fund raising events, tuitions, and interest.

STAFF

The staff of LEC includes the director, who also serves as a counselor, and three full-time teachers who also serve as counselors and school program coordinators. A counselor/secretary provides clerical support and counseling services. One teacher has been at LEC for three years and the other two are in their second year. One teacher holds an Oregon teaching certificate and has completed work for special education endorsement. Another is in the process of renewing his Oregon certification; the other teacher has taught ABE/GED at Portland Community College. The director has a Master of Divinity degree and the counselor/secretary has a BA degree. Both of the latter have had extensive professional experience in adolescent counseling. Due largely to the perpetual uncertainties of funding and relatively low salary levels, staff turnover is a continuous problem to be considered every year. For several years LEC had five full-time teachers, but due to funding it now has three. Student enrollment has been reduced accordingly.

Over the years LEC has been able to attract excellent teachers who are able to get the most out of the students. They work quite diligently nearly 100 percent of the time they are in class. The staff is able to maintain an atmosphere that is conducive to doing schoolwork.

STUDENTS

The PPS contract with LEC is for 20 students; LEC maintains an average enrollment of 24. The classrooms and facilities can accommodate up to about 40 students and in past years had maintained that number of students. LEC is currently seeking funds to increase its enrollment. A total of 58 students was enrolled during the 1984-85 school year with three being enrolled under special education contracts. Nearly all were residents of the District. As of January, 1986, a total of 31 had been enrolled in the LEC program with about 23 being enrolled at any given time. The characteristics of students this year appear to be much like those of students last year so a more detailed description of the larger group of last year seems appropriate.

Students in 1984-85 ranged in age from 12 to 18 with most being 14 to 15. Only a few more males than females were enrolled. Most of the students were white (89 percent) with the remaining being American Indian, Hispanic or Polynesian. Nearly 80 percent came from low income families (eligible for free lunch). Only 11 percent lived with both parents; over half (54 percent) lived with their mothers. About half of the students reported involvement with the Juvenile Court at the time of intake. Some of these students and others reported receiving the services of CSD, Youth Service Center, or other agencies and private practitioners.

Nearly all of the referred students had experienced attendance problems in public schools, and a number of them had experienced behavior problems resulting in disciplinary actions. Some students had been suspended or expelled from public schools prior to their enrollment at LEC. The largest number of students was referred by Franklin High School with Marshall a distant second. Nearby middle schools referred from three to four each. Nearly all LEC students were from Portland schools.

In order to enroll at LEC, students must have a formal referral from a public school; have a student, staff, parent conference, and undergo preliminary achievement testing. When space is available, new students are enrolled from applications on file. Usually there are 8 to 10 who could be enrolled at a moment's notice.

According to test scores, most entering students show fairly serious deficiencies in basic skills achievement. The severity of the deficiencies are sometimes exaggerated, perhaps as a result of test taking attitude. The work of many shows they apparently achieved quite well in the lower grades, but their achievement rate began to decelerate in later years. Most students are not learning disabled or handicapped; they simply have not continued to use their abilities in academic pursuits. It is not unusual to find students making apparently remarkable achievement gains when they begin to concentrate as they once did.

PROGRAM

The LEC instructional program includes basic skills of reading, language arts, and math particularly for those who have not passed the minimum graduation standards, other required subjects, and several practical electives. Reading is a part of the language arts instruction which emphasizes grammar and composition. These subjects are also reinforced in the other classes which include social studies, art, natural science, health, computer use, and a few life skill courses.

The daily schedule, which has six class periods, starts at 9:00 a.m. and ends at 2:20 p.m. Students are required to take five classes; the sixth class period is for makeup. Although students attend classes essentially the same number of minutes per day as in previous years, scheduling of class periods is changed slightly to accommodate for changes in the program.

Although students may earn credit for academic work, the Center does not offer a diploma for graduation. Credit can be applied toward graduation from a public school, and students are encouraged to earn credits to help in their return to public schools. For older students who have too few credits or whose skills are not sufficient to enable them to graduate in a reasonable time, LEC assists them in enrolling in a GED program at a community college, finding suitable job training, or seeking employment. The main emphasis of LEC, however, is to enable students to make a successful transition to regular public schools or to another appropriate setting.

In February 1985 LEC was approved as a special education program for students with learning disabilities, behavior disorders, and emotional handicaps. By spring, four students meeting the qualifications were enrolled.

LEC presents a well-rounded program of required basic skills courses and several elective type courses which appeal to the general interest of all students. Classes are taught in a stimulating manner giving very little reason for students to avoid working. The small class size of 8 to 10

students enables teachers to give attention immediately which is what these students seem to need most.

ACHIEVEMENTS

Although students who enroll at LEC usually have records of high absenteeism in regular school, they attend very well at the Center. Average daily attendance remains nearly 85 percent for the last few years. Over the years somewhat of a standard of attendance has been established and students tend to conform to the standard in much the same way as students in public schools. LEC monitors attendance quite carefully, and it seems to serve as a reinforcer. The main incentives for students to attend regularly are to maintain their enrollment at LEC, to avoid makeup periods, and to earn credits for transitioning.

Achievement in reading and math is assessed formally by a standardized test (Comprehensive Test of Basic Skills), and by progress monitoring of sequences within the reading/language usage and math curriculums. Both indicators usually show satisfactory progress for two- thirds to three-fourths of the students.

When a student has made sufficient progress in terms of attendance, classroom performances, and attitude, a conference is held to determine the student's readiness for transitioning to another educational setting--usually public schools. Each year about a dozen students are transitioned to PPS GED programs or other equally satisfactory settings during the year, with about 10 more expected to transition in the fall. In spring, students not ready for transitioning to regular schools are expected to return to LEC in the fall. Each year also, about a third of the students drop out or withdraw prematurely during the year for a variety of reasons. The average duration of stay at LEC is about seven months.

In spring 1985, the Portland Graduation Standards Tests were administered at LEC for the second time. Some students had already passed some of the tests so not everyone took all three tests. The results were as follows:

	Reading	Math	Language Usage
Number Tested	22	21	21
Number Passed	17	13	19

Of all students tested, 76 percent passed the minimum standards requirement.

Over the years observations in classrooms have indicated that students appeared to get along well with the staff and with each other. They cooperated well and did not seem to require much encouragement to begin or continue work. Their behavior at breaks in the hallways and in the area of the Center was also quite satisfactory. Not all students make a satisfactory adjustment, however. Last year, 22 of the 58 students either voluntarily withdrew or were dropped for lack of attendance or violating school rules. Outcomes for the remaining 33 were quite satisfactory. For the 1985-86 school year, of the 31 students reported in the midyear report, 3 were dropped or withdrew, 1 moved, 6 transitioned (Vocational village-3, special education-2, GED-1), and 21 were enrolled at LEC.

Each year a number of students transition during the year and at the end of the year to public schools, other alternative programs, or GED programs. During 1984-85, six returned to public schools during the year and three went to a GED program. Three more moved with full intentions of satisfactory transitioning, and by the end of the school year nine were projected to transition in the fall.

COMMENTS AND CONCLUSIONS

In general, LEC appears to be operating much like it has been the past six or seven years. There are greater expectations of student responsibility and increased effort to impact non-academic problems affecting student success in school.

Overall, LEC continues to provide an acceptable alternative for students by helping them to return to regular schools or to continue their education beyond the point where they otherwise might have terminated. Each year about 60 percent appeared to make satisfactory transitions to regular public schools or other placements. A major difficulty with most unsuccessful interventions, and with many successful ones as well, is the lack of resources to respond with more timely and consistent intervention to non-school related problems. Recently, LEC joined with the Janis Youth Programs, Inc., so social services provided by this organization can be used more regularly. The union should strengthen the LEC program.

OPEN MEADOW LEARNING CENTER

FACILITIES AND RESOURCES

Open Meadow Learning Center (OMLC) began operations in the fall of 1971 and has continued operating since that time. It has been at its present location at 7602 N. Emerald Ave. since September 1977. The administrative coordinator is Carole Smith who holds an Ed.M. degree in administration and counseling from the Harvard Graduate School of Education. The Center has a very active 14-member Board of Directors comprised of representatives of businesses and industries, social services, education, parents, and students. It also has a 9-member Advisory Board that includes a former OMLC coordinator and consultant, a County Commissioner and founder of OMLC, attorneys, educators, CPA and a psychiatrist.

OMLC occupies and uses the facilities of the Columbia Boys Club. The building and rooms, including a gymnasium, are in excellent condition, roomy, and adequately furnished. Learning materials and equipment seem appropriate and in adequate supply for the programs. A nearby grassy field and obstacle course are used periodically for group development and team building exercises.

The total budget for the 1985-86 school year is $170,150. Portland Public Schools contract is for $32,200, and anticipated State Basic School Support is $10,000. Together they contribute about 25 percent of the total budget. The single, major source of funds is a contract with the Juvenile Services Commission for $54,060. The Juvenile Justice Department, special education contracts, contributions from private foundations, tuition, and interest are other sources of income.

STAFF

The OMLC staff consists of five full-time professionals who share the administrative tasks as well as teach. Two others co-teach two classes. Each

OMLC full-time staff member has had from five to ten years of experience in working with high risk adolescents having emotional and behavioral problems. Their experience at OMLC ranges from one to seven years. All staff members hold degrees from major universities; four have M.A. degrees in special education or counseling and experience mostly with high-risk adolescents. Based on combined experience and formal education, the staff is very well-qualified to conduct the program. In fact, the present staff may be considered as being outstanding. The two part-time staff are faculty of a local university.

Due to the relatively low salary and other related financial incentives, it is not uncommon for staff members to remain at the Center for only two or three years. Dedication and intrinsic rewards of their work seem to be the main incentives that keep these highly qualified individuals in their current positions. Fortunately, through a combination of continuity and the recruitment of well-qualified staff, the program has not suffered from relatively high turnover. The number of staff members has remained about the same over the years.

Performances of the staff members are evaluated annually by using a special evaluation form. Students also complete evaluations of the staff. Formal evaluations are necessary for the accreditation of the Center and its program.

In addition to instruction and counseling services provided by the staff, OMLC refers and uses the services of about 40 other agencies. Services of the North Portland Youth Service Center, Delauney Mental Health Center, Mainstream, Planned Parenthood, Harry's Mother, and PCC-GED/ABE are used most frequently. Instead of maintaining a waiting list, OMLC chooses to make referrals when it is unable to accommodate a student at the time. Other referrals are made for particular services or short-term maintenance.

STUDENTS

OMLC's contract with Portland Public Schools states that an enrollment of 20 students will be maintained. An enrollment of about 33 is maintained, with an unduplicated total of 52 enrolled last year, and so for this year there have been about 40. Nearly all were residents of the Portland District, with the largest majority residing in the North Portland area. During the 1984-85 school year, OMLC received 168 requests for admission, but of this number only 31 could be admitted.

Upon application, students go through a review process where information about them is obtained, and they, in turn, learn about the rules and policies of OMLC. Most are referred by Portland schools with a number referred by the juvenile courts; a few are voluntary walk-ins. The 1984-85 students ranged in age from about 13 to 18 years at the time of their admission with about 70 percent in the 14 to 16.5 years range. About 65 percent were White with about an equal number of American Indians, Black, and Hispanics and a few Asian Americans. There were about an equal number of males and females, and the Center tries to maintain a balance at all times.

About 55 percent of the students resided with a single parent, about 20 percent with two parents, and the remaining lived independently or in foster homes. Nearly all (80 percent) were from low income families and were eligible for free or "reduced lunch," as determined by FDA family income standards.

Nearly all students (85 percent) had current or previous contact with juvenile courts with about a third on probation or parole. Nearly half (46 percent) was referred by juvenile courts, and two-thirds (67 percent) was currently in contact with CSD. The most common problems leading to the students' referrals to OMLC were attendance, academic, behavioral, and emotional problems and mandatory school enrollment as terms for probation/parole. The use of controlled substances was also quite common among the students, with several students being treated for drug or alcohol abuse during most of the time of their enrollment. Each year one or two enters a residential treatment program and returns to OMLC.

The number of students maintained at OMLC remains about the same since the Center has been at its present location. Student characteristics tend to remain about the same over the years except there tends to be a larger number with juvenile court records perhaps as a result of the contract. Increasing support from the legal agencies has accompanied the trend.

Characteristics of the enrolled students indicate that they are high risk and not necessarily selected as being the lowest risk as might be concluded from the small proportion that was admitted of the total that applied. OMLC received applications at all times during the year, but only admitted students at certain times; therefore, many were referred elsewhere.

PROGRAM

The OMLC program is accredited by the Northwest Association of Schools and Colleges, and the Center is registered with the State Department of Education as a private school. The Center must maintain certain records, meet various requirements, and be subject to periodic review by the Association to continue accreditation. The Center is also accredited by and registered with ODE to serve emotionally handicapped, learning disabled, and those severely handicapped or disabled.

The instructional program is scheduled to correspond to public school quarters and semesters. The schedule was changed two years ago to facilitate student transfer of academic credits. OMLC is also authorized to issue a high school diploma and a couple receive them each year. A significant goal is for students to meet Portland Public Schools graduation requirements, whether at OMLC or another public high school. OMLC began administering the graduation standards tests in spring 1984.

Students attend five class periods per day beginning at 8:30 a.m. and dismissing at 1:30 p.m.; lunch is served at the Center. Course offerings are much like those of regular high schools. Mathematics, social studies,

language arts, including reading, and physical education are basic and courses in these subjects are offered each quarter. Some electives are repeated (e.g., sex education, career education, psychology, personal finance, Spanish), while others are offered only once. For the last two years a special two-week symposium on drug and alcohol awareness has been conducted. Students have individual education plans based on the course offerings.

In addition to academic achievement, changes in the way students deal with their social and physical environment are equally important and intrinsic in every class and at all times. Reducing their involvement with the courts and developing independent living skills are, perhaps, the main foci of the total program. Satisfactory outcomes for students who leave OMLC are transitioning to regular schools, working on GED, graduating from OMLC, or getting a meaningful job. The advocate system under the guidance of a staff member provides small group and individual support in making and carrying out student decisions. The whole school, staff and students, appears to be close knit and every member is made to feel that he or she belongs. Concerns for each other also extends beyond the OMLC campus.

Evaluations of the student's preparedness to leave OMLC are conducted when the student decides to leave or when the staff feels the student is ready. While no absolute criteria are used, considerations are given to behavior, attendance, academic achievement, and unique student circumstances. Records of behavior, attendance, and achievement are maintained, and certain performance requirements must be met for students to remain at the center. The case for each student is reviewed individually; there are few absolute standards.

In general, the OMLC program is much the same as it has been for the last few years; staff members made improvements based on their experiences and their individual talents. New staff members find little disagreement with the existing program and minor changes are made to suit their style.

ACHIEVEMENT

Four indicators of achievement seem relevant for OMLC students: 1) attendance, 2) achievement test scores, 3) academic credit earned, and 4) year-end status.

Students who attend OMLC usually have had a variety of chronic attendance problems extending over several years; however, the average attendance of students enrolled during the 1984-85 school year was 85 percent. Attendance so far this year has been 85 percent for most of the first semester. Students must maintain a minimum of 75 percent attendance in each class to receive academic credit. For some students, regular attendance is required by the juvenile courts. The fact that the minimum requirement is exceeded quite substantially tends to indicate that few, if any, students press the limits intentionally. The duration of stay at OMLC ranges from about two quarters to a year and up to two years.

OMLC administered the Portland Achievement Level Tests in reading, language usage, and math to students as pretests and posttests. In April 31 students took the Portland Graduation Standards Tests. Of students who had taken the Graduation Standards Tests 84 percent passed language usage, 73 percent passed reading, and 75 percent passed math; 68 percent passed all three tests. Pretest and posttest comparisons of student RIT scores using the PALT showed appreciable gains in all three subjects. OMLC finds the goal reports useful in planning individual student instructional programs especially in math.

Academic credits are awarded for maintaining attendance and completing work required in the classrooms. Past records have indicated that most students earn about one and a quarter credits each school quarter or about five credits per year. This credit is transferable to any Portland school or may be applied toward graduation from OMLC. Some students take night classes or classes elsewhere, including some in regular high schools in preparation for returning to regular schools.

Upon enrollment at OMLC, students are required to establish educational and life goals, e.g., terminate probation. Each year 70 to 75 percent meet their goals. Twelve students, or about one quarter of those who were enrolled, terminated their probationary status during the school year. Sixteen students maintained academic and attendance standards to be eligible for enrolling at OMLC the next fall. One student received a high school diploma from OMLC and four eighth graders were graduated to high school. Two students entered GED programs at a community college. A few others were enrolled in night classes or summer school to prepare for re-enrolling in regular high schools.

At the end of the 1984-85 school year, OMLC students and staff produced the Center's third yearbook. The 44-page booklet contains individual pictures of each student, snapshots of the activities at OMLC, and a number of writings all put together to make an attractive product reflecting commendable work. These yearbooks which are at or near professional quality are largely produced by the students.

COMMENTS AND CONCLUSIONS

The OMLC program continues to operate in much the same manner as in the past few years; however, most classes have evolved to become more experiential and relevant to the lives of the students rather than being highly academic. For example, students participate in photography, writing, art, and layout for the yearbook. They conduct mock trials and visit courts in session in the study of law. They followed the elections and learned how local, state, and federal governments work. Students are more often active participants in learning activities rather than passive listeners or observers. OMLC staff are strong supporters of hands-on learning experiences which often requires considerable ingenuity in arranging and managing the classes. Even basic skills classes are highly application oriented. OMLC appears to be successful in extending the education of nearly all who enroll there.

PORTLAND OPPORTUNITIES INDUSTRIALIZATION CENTER

FACILITIES AND RESOURCES

The Portland Opportunities Industrialization Center (POIC) has been in operations in Portland since 1968. It was located at 5329 N.E. Union Avenue, until February 1985 when it moved to its new location at 4215 N. Williams. It largely serves residents of the North and Northeast Portland area with most students from Jefferson and Grant High Schools. Rosemary E. Anderson, is the Executive Director of the Center.

OIC's of America was founded in Philadelphia in 1964, and now there are over 140 centers in the nation. Each center is a private nonprofit corporation that operates quite independently of all others. The Portland center is a licensed vocational school and is also registered with the Oregon Department of Education as a private alternative school.

In its new location POIC classrooms and administration generally occupy the offices and smaller rooms of a remodeled commercial storage building of substantial construction. The facilities are well-kept and satisfactory for educational purposes. Word processing and other equipment for clerical training is installed in the classrooms. The "Educational Clinic," as the alternative program is called, was opened in January 1983, to serve students of high school age.

The total budget for the Center for 1985-86 is about $320,000; Portland Public Schools' contract is for $32,214, and anticipated basic school support is $16,000. A large contract is with IBM, and smaller but sizable amounts came from Multnomah County, Portland PIC, space rental, and contributions. Not all funds, of course, are used for the high school alternative programs.

STAFF

The POIC total staff consists of two administrators, seven instructional staff and counselor, and a receptionist. Two teachers and an aide provide instruction primarily for high school students; the remaining provide instruction mainly for those in clerical and word processing training. The director of training supervises and manages the educational clinic, as the high school program is referred to, and oversees the work of all teachers. The counselor is assigned half time to work with the high school students.

The remainder of this report deals only with the alternative education program for high school students.

STUDENTS

POIC gained the approval of PPS to start receiving high school students on January 11, 1983, and the first student was enrolled a week later. Since that time POIC has reported on a calendar year basis. The previous report covered the period from January 1984 to January 1985. This report covers the period from February 1985 to December 1985, essentially the 1985 calendar year. The 1985-86 contract is for 20 students to be maintained; the maximum capacity of the center is estimated to be about 50 at any one time.

From February to June 1985, POIC enrolled 49 students, 12 more than were enrolled for the same period a year ago. They ranged in age from 14 to 18 years with most being 16 to 17. Males outnumbered females 29 to 20 with 28 Blacks, 19 Whites, 1 American-Indian, and 1 Hispanic. Most students were referred by Jefferson High School (N=37) and Grant (N=9), with only one or two from each of two other District schools. Students were generally referred for irregular attendance and poor academic progress as indicated by too few credits for their grade level. A number of them also was referred for disruptive behavior in classrooms as well. Several students were still involved with juvenile authorities, i.e., on probation or parole, and several others had juvenile court involvements.

A few students were performing satisfactory academic work--at or above grade level--but most were several years below grade level. Descriptions of academic achievement indicated their performances were like those of students in the other private alternative schools. Students seemed capable of performing if they were properly motivated, but they appeared to have dropped out educationally at about grade five or six.

From September 1985 to December 1985, the beginning of the 1985-86 school year, POIC enrolled 28 students. They range in age from 14 to 16, most being 15 or 16, with one being 20. In this group the males outnumber females 20 to 8 - about the same proportions as last year at this time. Seventeen (61 percent) were Black and all but two of the remaining were White. Most of the students were from Jefferson (N=14), several from Grant (N=6), and one or two each from seven other high schools. Of the 28 students, 18 (67 perent) have had court involvement. For the 1985 calendar year, POIC served a total of 71 students, six were enrolled in the two semesters of the two different school years.

Besides the appropriate referral criteria and completed referral form, POIC Enrollment Procedures/Guidelines for Determining Student Programs require an enrollment interview and testing for placement purposes. The student's parent or guardian must participate in the enrollment interview.

PROGRAM

There are two program options at POIC: GED and re-entry into public schools. The two main considerations for the GED are that the students have too few credits to have a chance of graduating, and they are old enough to get a waiver to leave school and their parents, counselor, and students approve. They are required to take four hours of classes each day, five days a week. The classes feature reading, science, social studies, writing, and math--subjects for which they must meet GED requirements through a series of standardized tests. Over twice as many students were enrolled in the GED

programs as enroll in the re-entry program. Most re-entry students are those who are still of mandatory age for school enrollment, i.e., less than 16 years old.

Students who plan to return to high school, have sufficient credits, and have a chance of making it, have a program based on individual student needs planned for them. They are required to take five hours of classes each day, five days per week. The high school Re-entry program is individualized and based on graduation requirements and student progress in meeting the requirements. The main courses include reading, English, math, social studies, and science as basic courses plus life skills, art, typing, and PE.

All classes are held at the Center except PE, which is held at Peninsula Park. The Center operates from 8:00 a.m. to 12:00 noon for GED students, 8:00 a.m. to 2:00 p.m. for re-entry students, and 8:00 a.m. to 3:00 p.m. for adults.

The Center has its own counseling service besides the general services and parent conferences provided by the instructional staff. CSD counseling services are also used frequently. A few students continue to interact with juvenile parole officers at regular intervals.

General guidelines of the Center not only cover the academic program, but also include standards of conduct. Students are aware of the standards, and the mere existence of definite standards seems to make control of students much easier.

ACHIEVEMENTS

Each student receives instruction according to his/her performance on placement tests administered upon intake, and progress is measured according to the student's own objectives using criterion-referenced tests. Achievement is recorded in percentages and a final score is derived from final examinations and unit scores.

Bi-weekly evaluations are also made of attendance, work habits, ability to work with others, and progress toward the student's goal of re-entry to a regular school or GED program. Copies of written evaluations are discussed with students and distributed to students, parents, and POIC counselor. The percent attendance for the 71 POIC students over the 1985 calendar year was 80 percent.

A third evaluation is weekly conferences of staff members to discuss student performances and particularly possible changes in a student's program academically or behaviorally. Students may not necessarily present problems at the Center, but actions by the staff can help to reach more satisfactory outcomes.

Of the 49 students enrolled from February to June 1985, 17 were in the Re-entry program and 32 in the GED program. By the end of the school year, 11 of the 17 re-entry students reenrolled in high school or completed the program and were expected to enroll in regular schools in the fall. Of the remaining six student, four were terminated for attendance or behavioral reasons, one dropped out, and another was placed in another institution. For the 32 GED students, 18 completed their programs and obtained GEDs, 11 were terminated due to absences, and the remaining 3 had not completed the requirements by the end of the year. For the 28 students enrolled through December in the 1985-86 school year, 20 were enrolled in the GED program and 8 in Re-entry. Achievements to that date reported for individual GED students indicated that 6 had passed some or all GED tests and the remaining 14 were still enrolled. Of the six Re-entry students, one was terminated and the remaining were still enrolled. The results show that about 80 percent of the students made, or are making, satisfactory progress at POIC.

COMMENTS AND CONCLUSIONS

POIC has been in operation since 1968 serving an adult population most of whom are in their early 20's. It began serving younger, high school age students in addition to the adults in January 1983. Some adjustments were necessary to accommodate the younger students, and these adjustments appear to have been made quite satisfactorily. During the 1985 calendar year, the Center enrolled 71 high school students; experiences with about three-fourths appear to be successful.

The two-track system of POIC, re-entry and GED, has some advantages. One is the very clear identification of an endpoint as far as the students' stays at the Center are concerned. The second is that the choice facilitates the determination of courses for instruction, and enables staff members to concentrate efforts on more appropriate activities for the specific instruction. Disadvantages are that some students may have the impression that decisions once made are unchangeable and this may have the effect of eliminating students for whom simply extending their education is a goal. Most people are not aware that free public education extends beyond age 18, and the possibility of graduating a year or two later is not considered.

POIC is providing a meaningful alternative for students who are unable to cope with circumstances in regular schools. Enrollment appears to remain fairly high indicating a continuing need for the services. Achievement data tend to show fairly good success with a large portion of the students who have had difficulties in the past.

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